LIBRARY NEEDS OF THE FRANCOPHONE COMMUNITY IN ALBERTA

FOR

MULTILINGUAL BIBLIOSERVICE
ALBERTA CULTURE

MARCH 1984

RESOURCES MANAGEMENT CONSULTANTS (ALBERTA) LTD.
10443 - 85 AVENUE, EDMONTON, ALBERTA T6E 2K2 CANADA (403) 432-0284

TABLE OF CONTENTS

SUBJECT		PAGE
LETTER OF TRANSMITTAL		
EXECUTIVE SUMMARY		
1.	INTRODUCTION	1
	1.1 Background	1
	1.2 Purpose and Objectives	2
	1.3 Project Organization and Personnel	2
	1.4 Method and Organization of This Report	3
2.	BACKGROUND DA[illegible]ND RESEARCH	5
	2.1 MBS Data [illegible]garding Library Borrowings	5
	2.2 Related Literature	17
	2.3 French Immersion	17
3.	LIBRARY SURVEY	22
	3.1 Introduction	22
	3.2 "No Resources; No Needs" Group	24
	3.3 "No Resources; Some Needs"	25
	3.4 "Have Resources and Have Needs"	27
	3.5 Summary	28
4.	INTERVIEWS WITH LIBRARIANS	30
	4.1 Perceived Users	30
	4.2 Perceived Demands of Users	31
	4.3 Promotional Activities	31
	4.4 Programs	32
	4.5 Periodicals	32
	4.6 Non-Print Resources	33
	4.7 Selection and Acquisition of French Books	33
	4.8 Library Organization	34
5.	USER INTERVIEWS	35
	5.1 Users	35
	5.2 Users' Interests	37
	5.3 User Satisfaction/Dissatisfaction	37
6.	STAKEHOLDER INPUT	39
	6.1 Alberta Modern Language Council	39
	6.2 Association Canadienne de Franco-Albertains - Edmonton	39
	6.3 Le Carrefour	39
	6.4 County of Strathcona Municipal Library	40
	6.5 Faculté St. Jean	40
	6.6 Le Centre de Documentation	42

RMC

TABLE OF CONTENTS (cont'd)

SUBJECT		PAGE
7.	SUMMARY AND RECOMMENDATIONS	44
	7.1 Per Capita Standard and Quantity of Books	44
	7.2 Attitudinal Change	45
	7.3 M.B.S. Non-Fiction Collection	45
	7.4 Identifying User Groups	46
	7.5 MBS Catalogue	46
	7.6 Public Library - School Library Cooperation	46
	7.7 Promoting the MBS Service	47
	7.8 The Regional System	48
	7.9 MBS Acquisition Policy	48
	7.10 MBS Users	50
	7.11 Parameters of Borrowing From MBS	51
	7.12 Library Programs	51
	7.13 Assisting Local Librarians	52
	7.14 Budgets	52
	7.15 Communication	52
	7.16 Provincial Direction	53
	7.17 Where To Start	53

Appendix A
Library Survey Questionnaire
User Survey Questionnaire

EXECUTIVE SUMMARY

INTRODUCTION

The Multilingual Biblioservice (MBS) of the Library Services Branch, Alberta Culture has a mandate to acquire and make available to Albertans, through local public libraries, materials that may be needed in languages other than English.

At present, MBS maintains collections in French and 29 other languages. Over the past six years, circulation of French books has been increasing steadily, from 1000 in 1978 to over 5000 in 1983. In light of this increasing demand, MBS undertook a study of the library needs of the francophone community in Alberta. In broad terms, the purpose of the study was to identify the users of French materials, to investigate their needs for resources and services, and to advise MBS on how local and provincial resources and services might be developed and improved.

In November of 1983, RMC Resources Management Consultants (Alberta), initiated the research discussed in this report. RMC's research team was advised and guided by a Steering Committee comprised of representatives of MBS, the Library Services Branch and the Cultural Heritage Branch of Alberta Culture.

METHOD

To conduct the research, RMC used a variety of information sources:

* Statistics and reports from MBS and other sources;
* Questionnaires completed and returned by 100 public libraries across the province;
* Interviews with librarians from selected libraries in five regions of the province known to have francophone communities;
* Telephone interviews with users of French materials, also selected from the five regions; and
* Interviews and briefs from "Stakeholder" groups.

The body of this report discusses in turn the findings from each of these information sources, and in a concluding section provides recommendations regarding how MBS might proceed to meet the needs of the francophone community as defined by this research. These findings and conclusions are abbreviated below.

USE OF MBS FRENCH MATERIALS

Since 1978, the greatest percentage of requests for MBS resources has been for French language materials, representing an average of 25 percent of total circulation. There has been a corresponding increase in the number of libraries requesting French materials.

FRENCH IMMERSION

Statistics available from Alberta Education reveal that enrollment in French immersion programs has also been increasing over a parallel timeframe, from 8,600 in 1978 to 15,000 in 1983. Data from other research suggest that improving library accessibility to French materials is of importance to Franco-Albertan parents.

LIBRARY SURVEY

Analysis of questionnaires returned by 100 (37.8%) public libraries across the province reveals the following key points:

* One-third to one-half of the respondent libraries have little or no need for French materials, primarily because their patron-base is not francophone.

* One-half to two-thirds of respondent libraries have some needs for French materials. Some of these libraries, particularly those in "traditional" francophone communities have met the demand through development of local, permanent collections. Others, particularly those in small francophone communities, have used MBS to respond to the demand for French materials. Satisfaction of these libraries with the service provided by MBS is widespread.

* Two strong correlates (possibly predictors) of needs for francophone library resources are: presence in the service area of a "traditional" or emerging francophone community and existence of a French immersion school program. This suggests that if MBS tracks the development of French immersion programs in the schools, it will have a useful indicator of demand for French library resources.

* Finally and specifically, the librarians who responded to this questionnaire outlined their needs for French materials, as they perceived the needs of their patrons . In essence they perceived a need for more fiction materials at all age levels.

LIBRARIAN INTERVIEWS

Interviews with librarians revealed the following points:

* Librarians perceived their users of French materials to be Franco-Albertans, Quebecois, French immersion students and adult language learners. Most stated that they would appreciate consultative assistance on how to identify users, especially adults, in their community.

* Librarians perceived demands for French materials in the areas of: children's books and reference materials; learn-to-speak French audio programs for adults and easy reading books for adult learners; French translation of popular fiction; and Canadiana and Quebecois literature for adults. All librarians interviewed noted a lack of high-interest low-vocabulary (Hi-Lo) books for children in French immersion programs.

* While all libraries had the MBS catalogue of materials on file, none of those interviewed made it publically accessible or publicized its existence.

RMC

* Libraries in areas where French immersion programs exist noted increasing demand for materials and other programs (such as storytelling and film nights) as the French program evolved. Many of these librarians expressed needs for assistance, such as workshops, in developing programs to meet the demand.

* Some libraries expressed an interest and need for periodicals and non-print materials, such as records, films and tapes.

* Many libraries, particularly those in small communities, expressed a need for assistance in developing their French collection, e.g., consultative services about selection tools, criteria for selection, shelving and cataloguing materials.

USER INTERVIEWS

Telephone interviews were held with approximately 125 users of French materials. The sample was broadly representative of users of French materials, including Franco-Albertans and francophones from elsewhere, and anglophones (children and adults) learning French. Summary findings were:

* Users expressed a broad range of interest in reading materials, the most frequent being fiction in general.

* Of those who used local library resources, more were satisfied with services available than were dissatisfied. Anglophones tended to be more satisfied than francophones, particularly with the children's collection. Francophones were most dissatisfied with the adult collection, complaining about its limited and out-dated selection.

* With respect to future requirements, many users indicated needs for both children's and adult books and for records and tapes; some indicated an interest in films, video and periodicals.

STAKEHOLDERS

Six groups were interviewed or submitted briefs. Information received was diverse in both length and depth of understanding, and cannot be summarized. Several of these respondents did, however, point to the need for high-interest, low-vocabulary books.

RECOMMENDATIONS

On the basis of findings from these various information sources, the following recommendations are suggested as ways and means for MBS to satisfy the needs of francophones and to develop the library resources and services at their disposal:

GUIDELINES ABOUT THE NUMBER OF FRENCH AND OTHER LANGUAGE BOOKS IN A PERMANENT COLLECTION PER POPULATION BASE SHOULD BE DRAWN UP FOR ALL CENTRES IN ALBERTA.

THE MULTICULTURAL TRAINING PROGRAM SPONSORED BY THE CULTURAL HERITAGE BRANCH OF ALBERTA CULTURE SHOULD BE APPROACHED TO CONDUCT AN ADAPTED WORKSHOP FOR ADMINISTRATORS AND MEMBERS OF LIBRARY BOARDS.

MBS SHOULD ADD A VARIETY OF NON-FICTION BOOKS TO THE BLOCKS OF BOOKS WHICH CIRCULATE TO SHOW LIBRARIANS AND USERS MORE OF ITS COLLECTION.

A PROGRAM DESIGNED TO SHOW LIBRARIANS SOURCES OF INFORMATION ABOUT USER GROUPS OF ALL LANGUAGES OTHER THAN ENGLISH MIGHT BE DEVELOPED BY MBS OR SOME OTHER BRANCH OF ALBERTA CULTURE.

MBS SHOULD DEVELOP A PROMOTIONAL CAMPAIGN FOR ITS CATALOGUES.

MBS SHOULD INITIATE CONTACT WITH EDUCATIONAL AUTHORITIES AND WITH THEM DEVELOP A PROCEDURE OF LIBRARY COOPERATION.

MBS SHOULD PROVIDE BETTER PUBLICITY OF ITS HUMAN AND NON-HUMAN RESOURCE SERVICES.

RMC

MBS SHOULD INITIATE DISCUSSIONS WITH REGIONAL LIBRARIES TO DETERMINE WHAT TYPE OF PROGRAMS REGIONALS INTEND TO PROVIDE FOR NON-ENGLISH LANGUAGE NEEDS.

MBS SHOULD CONSIDER EXPANDING ITS MANDATE TO INCLUDE:

* SELF-TEACHING LANGUAGE COURSES (TEXTS, RECORDS, AND TAPES) AND

* NON-PRINT RESOURCES.

MBS SHOULD INVESTIGATE THE STATUS AND SATISFACTION OF PRESENT AND PREVIOUS USERS OF THE SERVICE.

MBS OR ALBERTA LIBRARY SERVICES SHOULD PROVIDE GUIDELINES TO LIBRARIES SO THAT THE PRESENT MBS SERVICE IS MAXIMIZED, BUT NOT ABUSED, THROUGHOUT THE PROVINCE.

THE CULTURAL HERITAGE BRANCH OF ALBERTA CULTURE GRANT PROGRAM FOR WORKSHOPS, CONFERENCES, AND SPECIAL EVENTS SHOULD BE BROUGHT TO THE ATTENTION OF LIBRARIANS THROUGHOUT THE PROVINCE AS AN INCENTIVE TO IMPROVE THE LEVEL OF LANGUAGE PROGRAMS AND SERVICES IN THEIR LIBRARY.

MBS SHOULD COMPILE A HANDBOOK ABOUT HOW TO ORGANIZE AND DEVELOP A LIBRARY COLLECTION IN ANY SECOND LANGUAGE.

MBS SHOULD INFORM ALL LIBRARIES THAT BUDGETS FOR ACQUIRING FRENCH LANGUAGE BOOKS SHOULD REFLECT THEIR HIGHER COST AND NEED FOR REBINDING.

MBS SHOULD PUBLISH A NEWSLETTER FOR DISTRIBUTION TO ALL LIBRARIES IN THE PROVINCE SEVERAL TIMES PER YEAR .

THE MANPOWER RESOURCES OF MBS SHOULD BE INCREASED TO MEET NEEDS IDENTIFIED IN THIS STUDY.

MBS SHOULD BEGIN BY PROVIDING PROMOTIONAL AND DEVELOPMENTAL ASSISTANCE TO THE GROUPS IDENTIFIED AT THE END OF THIS REPORT.

1. INTRODUCTION

1.1 Background

The Multilingual Biblioservice (MBS) was established in 1977 and became part of the Library Services Branch, Alberta Culture in 1980. It has a mandate to acquire and make available to Albertans, through local public libraries, such language materials as may be needed in languages other than English. Functions of MBS as outlined in its Acquisition Policy are:

* To identify the need for language materials in the province and to estimate annual requirements at the end of each calendar year for the following year.

* To obtain from the MBS of the National Library of Canada on a long-term deposit such materials as are available and are necessary for Alberta.

* To develop and maintain a provincial collection in French and in any other language required which National Library does not supply, and to supplement National Library's deposit collection, by purchasing and cataloguing its own materials.

* To provide, as the collection permits, regional and public libraries with the number of books and/or specific titles in the languages requested.

* To have a list of books in the collection, divided by language and updated annually, available to the libraries in the province.

* To provide information to librarians regarding purchasing of language book and non-book materials.

A further function is the provision of consultation on services to libraries requiring materials in other languages.

At present, MBS maintains collections in French and 29 other languages. The demand for non-English materials is greatest in French. Since 1978, circulation of French books has increased substantially, from 1000 volumes in 1978 to 5,270 in 1983. In light of this increasing demand -- which may heighten even more, as more schools develop bilingual and immersion French programs and as adults take an increasing interest in learning or improving their knowledge of French -- the Multilingual Biblioservice undertook a study on the library needs of the francophone community in Alberta.

RMC

1.2 Purpose and Objectives

In August 1983, MBS advertised for consultants to submit proposals to undertake research on "Library Needs of the Francophone Community in Alberta". The Purpose of the project, as outlined in the Request for Proposal was four-fold:

* to establish the user group
* to define service needed
* to determine the delivery of service
* to estimate funding needed for implementation

The specific objectives were:

1. To establish the user group including:

   a) numbers of francophone Albertans.
   b) number of francophones orginating from other parts of Canada now residing in Alberta.
   c) number of francophones coming from European or other countries.
   d) number of people of other ethnic backgrounds who are learning French and want to use the service.

2. To establish geographical location and distribution of the user group and subgroups in Alberta.

3. To establish location, availability and types of resources already existing in the province in public libraries, educational institutions and other collections, including users' satisfaction with the existing collections and services.

4. To determine how local collections should be developed and improved.

5. To make recommendations as to the size and the extent of the provincial collection necessary to supplement resources available locally.

1.3 Project Organization and Personnel

With these purposes and objectives in mind, RMC submitted a proposal and was selected to carry out the research which got underway in November, 1983. A Steering Committee was established to monitor the conduct of the study. Members of the Committee were:

RMC

* Barbara Clubb, Library Services Branch
* Pat Fader, Library Consultant, Bibliographic Services
* Olga Gil, Library Services Branch
* Roman Petryshyn, Culture Heritage Branch
* Irene Suchowersky, Coordinator, MBS

The RMC research team consisted of: Mary Louise Marino, Project Director; Olenka Bilash, Senior Researcher; Paul Denis, Special Advisor on the francophone community; and Jeannette Buckingham, Special Advisor on library services.

1.4 Method and Organization of This Report

To conduct the research, several information gathering techniques were used:

* Statistics and reports from MBS and other sources were reviewed to provide a backdrop for the research and development of survey instruments. Findings from this background information are reported in Section 2.

* Questionnaires were designed and distributed to all (approximately 280) municipal, community and regional public libraries in Alberta. The questionnaire, a copy of which is included in Appendix A, was designed to solicit information regarding: the library's permanent collection in French; its programs and services; its use of materials borrowed from other agencies; and the librarian's perceptions of user needs for French materials. Approximately 100 libraries returned the questionnaire to RMC. The findings from the data analysis are reported in Section 3.

* Interviews were conducted in five regions of the province, known to have francophone communities. The regions selected were Edmonton, Calgary, Peace River, St. Paul and Lethbridge. The interviews in the Edmonton region were conducted by RMC personnel; those in other regions were conducted by interviewers hired through regional branches of L'Association Canadienne Francaise de L'Alberta, (ACFA). Interviews of two types were completed:

  - Librarians of three to six public libraries in each region were interviewed, to explore in greater depth the information provided in the questionnaires. Findings are reported in Section 4.

- Users (and some non-users) of French materials were interviewed by telephone regarding their use of materials, their interests, and their satisfaction with French library materials and services in their local library. Approximately 125 users from the five regions were interviewed. A copy of the telephone survey protocol is provided in Appendix A, and findings from the analysis of survey data are reported in Section 5.

* Requests for Briefs were sent to approximately fifty known "stakeholder" groups, including ACFA local branches, other francophone cultural groups, French educational associations, and francophone senior citizens groups. An advertisement requesting briefs appeared in two issues of Le Franco, the provincial francophone newspaper. In response to those requests, three briefs were received: one from Faculté St. Jean, one from the County of Strathcona Library, and one from a regional branch of ACFA. Interviews were held with three additional groups expressing an interest in the study. Commentary regarding the briefs and interviews with these stakeholders is provided in Section 6.

Following the presentation of findings from the research in Sections 2 through 6, a final summary of recommendations follows in Section 7.

RMC

2. BACKGROUND DATA AND RESEARCH

2.1 MBS Data Regarding Library Borrowings

The Multilingual Biblioservice was established in 1977 to meet the non-English language library needs of Albertans. Since its inception, the greatest percentage of requests from any one language group at MBS has been for French language materials. In fact, as Table 2.1 indicates, requests for print materials in French have increased from 19 percent of the total MBS circulation in 1978 to 28% in 1982, and 24% in 1983. Similarly, more libraries have requested French language books than books in other languages.

TABLE 2.1

MBS Circulation of French Materials
1978 - 1983

	Total Circulation	Total French Circulation	Percentage of Total
1978	5932	1009	19
1979	7460	1609	21
1980	10141	2481	22
1981	10190	2871	28
1982	17834	5002	28
1983	21622	5271	24

In addition to an increased overall demand for French language materials in Alberta, there has also been an increase in the number of centres requesting French materials. Table 2.2 shows the increase over a 6-year period and Maps 2.1-2.6 indicate the geographic distribution of these requests.

TABLE 2.2

Number of Libraries Borrowing French-Language Print Material From MBS 1978-1983

Year	Number of Libraries	Percentage Increase From Previous Year
1978	30	
1979	52	73
1980	53	2
1981	40	- 24
1982	65	63
1983	75	15

RMC

TABLE 2.3

Number of Libraries Borrowing French Language Materials from MBS for First Time - 1978 - 1983

Year	Number of Libraries
1978	30
1979	35
1980	16
1981	4
1982	18
1983	14

It might be inferred from Table 2.3 that some event occurred in 1981 which decreased the profile of MBS French language materials because fewer libraries borrowed from MBS both for the first time and overall in that year. Each dot on Maps 2.1 to 2.6 indicates a centre that either automatically received a block of French books from MBS or that requested specific French language print materials from MBS in each year of 1978-1983 according to statistics provided by MBS. Generally speaking, the dots coincide with the major francophone areas of settlement. However, there are a number of communities in these francophone areas which do not seem to use MBS services. For example, compared to the number of centres borrowing French books from the Peace River and Edmonton areas, few centres in the Bonnyville - St. Paul region seem to use MBS.

Table 2.4 indicates the libraries which have borrowed French books from MBS, the years that they borrowed, and the greatest number of books borrowed in any one year. These libraries can be grouped into the following geographical regions:

Peace River: Beaverlodge, Berwyn, Fairview, Falher, Faust, Grande Prairie, Grimshaw, High Prairie, Kinuso, McLennan, Nampa, Peace River, Slave Lake, Swan Hills, Valleyview.

Bonnyville - St. Paul: Bonnyville, Boyle, Cold Lake, Elk Point, Lac La Biche, Marwayne, Medley, Plamondon, Smoky Lake, St. Paul.

West Central: Alder Flats, Drayton Valley, Edson, Evansburg, Grande Cache, Fox Creek, Hinton, Jasper, Mayerthorpe, Parkland, Whitecourt, Warburg.

RMC

Edmonton: Barrhead, Beaumont, Bon Accord, Bruderheim, Calmar, Darwell, Edmonton, Ft. Assiniboine, Ft. Saskatchewan, Gibbons, Leduc, Millet, Morinville, Onoway, Spruce Grove, St. Albert, Stony Plain, Strathcona, Thorsby, Tofield, Vegreville, Westlock, Wetaskiwin, Yellowhead Regional.

East Central: Camrose, Castor, Drumheller, Forestburg, Galahad, Hanna, Hardisty, Killam, Lloydminster, Mannville, Provost, Red Deer, Standard, Stettler, Three Hills, Vermilion, Youngstown.

Calgary: Airdrie, Banff, Canmore, Cochrane, Crossfield, Exshaw, Strathmore.

Southern Alberta: Brooks, Claresholm, Coaldale, Duchess, Ft. MacLeod, High River, Lethbridge, Medicine Hat, Milk River, Pincher Creek, Ralston, Raymond, Redcliff, Vulcan, Warner.

Northern Alberta: Ft. McMurray, High Level, Rainbow Lake.

Or, in terms of the regional systems, the following libraries borrowed from MBS:

Marigold: (8 of 25) Drumheller, Exshaw, Hanna, High River, Standard, Strathmore, Three Hills, Youngstown.

Yellowhead: (17 of 30) Alder Flats, Barrhead, Beaumont, Calmar, Darwell, Drayton Valley, Entwistle, Ft. Assiniboine, Leduc, Mayerthorpe, Millet, Onoway, Spruce Grove, Stony Plain, Thorsby, Warburg, Whitecourt.

Parkland: (of 25) Parkland Central

Apparently Parkland orders from MBS centrally so it is not possible to determine how many centres from that region borrow French-language books. The majority of libraries belonging to the Yellowhead regional seem to be making use of MBS to meet their French-language needs. Considering that the Marigold region does not have a large French-speaking population, a number of centres have turned to MBS to meet their French-language needs.

RMC

Table 2.4

Libraries Borrowing French Books From MBS 1978 - 1983

	1978	1979	1980	1981	1982	1983	Greatest No. of Books Borrowed in any one year
Alder Flats		*					7
Aidrie				*	*		61
Banff	*		*		*	*	445
Barrhead			*	*		*	135
Beaumont				*	*		123
Beaverlodge						*	5
Berwyn			*	*		*	15
Bon Accord					*		50
Bonnyville		*					40
Boyle				*			15
Brooks	*	*	*	*	*	*	25
Bruderheim					*		15
Calmar		*					10
Camrose		*	*		*	*	30
Castor					*		20
Claresholm		*			*		20
Coaldale					*		10
Cochrane		*			*		50
Cold Lake			*	*			15
Crossfield						*	20
Darwell		*					3
Drayton Valley		*	*	*	*	*	24
Drumheller		*	*	*	*	*	68
Duchess			*				6
Edmonton	*	*	*	*	*	*	206
Edson	*	*	*	*	*	*	168
Elk Point					*	*	30
Entwistle				*			6
Evansburg		*					20
Exshaw	*	*			*	*	10
Fairview	*			*	*	*	54
Falher	*				*	*	37
Faust					*	*	50
Forestburg						*	50
Ft. Assiniboine		*	*		*	*	24
Ft. MacLeod	*		*			*	55
Ft. McMurray	*	*	*	*	*	*	158
Fox Creek			*	*	*		12
Ft. Saskatchewan		*	*	*	*	*	63
Galahad			*				40

RMC

Table 2.4 (continued)

Libraries Borrowing French Books
From MBS 1978 - 1983

	1978	1979	1980	1981	1982	1983	Greatest No. of Books Borrowed in any one year
Gibbons						*	180
Grand Cache		*	*			*	165
Grande Prairie		*	*	*	*	*	601
Grimshaw			*	*		*	10
Hann					*	*	3
Hardisty					*		3
High Level					*	*	141
High Prairie		*	*	*	*		27
High River		*	*	*	*	*	136
Hinton		*					53
Jasper						*	105
Killam					*		25
Kinuso		*					18
Lac La Biche					*	*	85
Leduc		*	*	*	*	*	181
Lethbridge	*	*	*	*	*	*	211
Lloydminster	*	*	*	*	*	*	75
Mannville		*					60
Marwayne	*						10
Mayerthorpe							4
McLennan			*	*	*	*	155
Medicine Hat		*			*	*	100
Medley		*	*				30
Milk River			*	*	*	*	20
Millet						*	8
Morinville			*		*	*	763
Nampa		*	*	*	*		60
Onoway						*	10
Parkland	*	*	*	*	*	*	174
Peale River			*		*		20
Pincher Creek	*					*	15
Plamondon		*	*	*	*	*	115
Provost					*		6
Rainbow Lake					*		15
Ralston		*	*			*	60
Raymond		*			*	*	55
Redcliff			*			*	40
Red Deer			*	*	*	*	44
Slave Lake		*			*	*	70

RMC

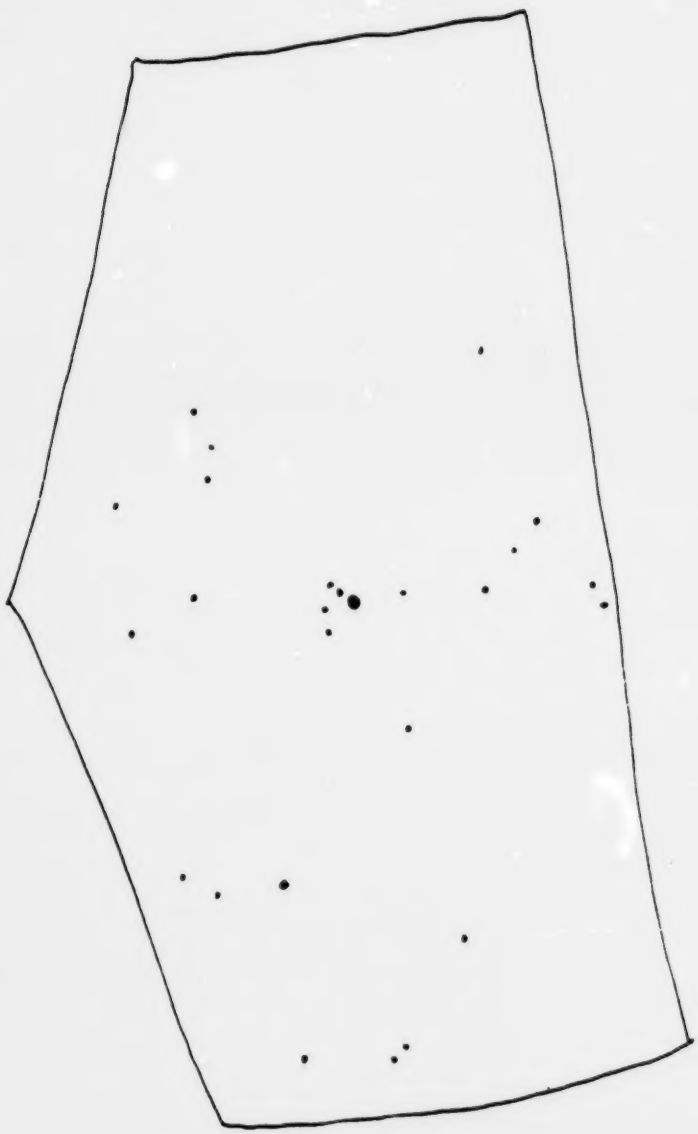
Table 2.4 (continued)

Libraries Borrowing French Books
From MBS 1978 - 1983

	1978	1979	1980	1981	1982	1983	Greatest No. of Books Borrowed in any one year
Spruce Grove	*	*	*	*	*	*	60
St. Albert		*		*	*	*	272
Standard						*	61
Stettler	*	*		*			11
Stony Plain		*	*	*	*	*	180
St. Paul	*	*	*				50
Strathcona						*	45
Strathmore		*			*	*	91
Swan Hills			*	*	*	*	35
Thorsby	*						7
Three Hills						*	6
Tofield	*	*					30
U of A Extension					*	*	45
Vegreville	*	*	*		*	*	44
Vulcan		*	*	*	*	*	85
Warburg						*	50
Warner		*	*	*		*	22
Westlock					*	*	56
Wetaskiwin		*			*	*	52
Whitecourt					*		47
Valleyview	*	*	*	*	*		55
Vermilion			*	*	*		40
Yellowhead Reg.				*	*	*	181
Youngstown					*	*	130

MAP 2.1

Libraries in Alberta Borrowing French Language
Materials from MBS: 1978



MAP 2.2

Libraries in Alberta Borrowing French Language Materials from MBS: 1979

MAP 2.3

Libraries in Alberta Borrowing French Language Materials From MBS: 1980

MAP 2.4

Libraries in Alberta Borrowing French Library Materials From MBS: 1981

MAP 2.5

Libraries in Alberta Borrowing French Library Materials From MBS: 1982

MAP 2.6

Libraries in Alberta Borrowing French Library Materials From MBS: 1983

2.2 Related Literature

A number of documents were examined while conducting research for the project and may be referred to throughout the report. They include:

* The Multilingual Biblioservice Acquisition Policy.
* Alberta Libraries Directory.
* Alberta Culture Annual Report 1981-82.
* Multilingual Biblioservice Reader Survey - responses from Grande Prairie, Mynarski Park, Penhold and Fort Saskatchewan.
* "A Study of the Francophone Population of North York in Order to Determine its Library - Information Needs" by Denise Dunn (1974).
* "French Services in Ontario Public Libraries" by Louise M. Desjardins and Evelyn Gagne (September 1980) in Ontario Library Review.
* "Report on French Library Services in Alberta" by Eva Erwin (December 10, 1981).
* "Attentes des membres de L'A.C.F.A. en matiere d' education francaise" by Therese Perron (August 1981).
* Reading Patterns in Languages Other Than English in Lethbridge (M.L.S. Thesis) by Olga Joan Gil (Fall 1982).

2.3 French Immersion

While census data list the number of native French speakers in Alberta at a given time, the need for French library materials is also felt by anglophones (and francophones) in French immersion programs. Table 2.5 indicates that there are now over 15,000 children in French immersion programs.

Table 2.5

Provincial Total Enrollment in French Immersion 1979 - 1983

Grade	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983
K-6	6984	7088	8929	11067	12879
7-9	1008	1010	1496	1579	2071
10-12	650	553	866	485	555
Total	8642	8662	11291	13131	15505

It was not possible to determine the number of resources available to these children in school libraries. Using a quantitative standard of 2.5[1], there should be 38,763 books at their disposal. Unfortunately, many of the resources they require simply do not exist, such as encyclopedia and fiction and non-fiction at the high interest - low vocabulary level.

School Boards that have initiated French immersion programs in the last seven or eight years have been eligible for federal Annex F grants designed specifically to upgrade school library resources for French immersion students. Annex F grants are matching grants renewable for three years. The maximum amount available has been $12,000-$13,000 per year. Thus, schools could become equipped with about $75,000 in French print and non-print resources for the school over a three-year period. Given this situation, it might be useful for the public librarian to be aware of this rapid rate of expansion in his/her community and concentrate on acquiring different French resources during that time, for example, for adults.

Table 2.6 opposite shows the centres which presently offer French immersion in Alberta, the grades offered, the number of years since 1977-78 that the program has been operational, and the number of French books in the permanent collection of the local library.

Tables 2.7-2.11 were taken from a study of the educational needs of Alberta's francophone community (Perron, 1981). The fact that francophones request instruction in French in specific subject areas indicates the subject areas in which there would be linguistic competency and exposure in French books.

Tables 2.7 and 2.8 indicate that parents prefer that science, mathematics, technological subjects be taught in English. Table 2.9 suggests that parents consider instruction in French-Canadian history, art, politics and literature to be very valuable.

---

[1] This standard of 2.5 which is often used by librarians is conservative. In British Columbia a standard of 3 books per capita is used (Quantitative Standards for Public Libraries in British Columbia, Library Development Committee for British Columbia, 1973, p.2). In Saskatchewan, for communities of 250 - 500 residents, it was 6 to 10 per capita (Standards for Libraries within Regional Library Systems in Saskatchewan, Saskatchewan Library Association Task Force on Standards, 2nd edition, 1980, p.2). The recommendation for French services in Ontario Public Libraries is "3 French books per head up to the 25,000 francophone population level and from 3 to 2.5 books up to the 50,000 francophone population level" ("French Services in Ontario Public Libraries," Ontario Library Review, September 1980, p. 184).

RMC

TABLE 2.7

Langue d'enseignement préférée pour les matières au programme dans une 6ème année (% du total des 206 répondants)

Matière	en français	en anglais	ne sais pas	total *
la religion	85.0	7.3	8.7	101.0
les mathématiques	35.9	58.7	7.8	102.4
les sciences	36.9	58.3	7.8	103.0
les études sociales	65.0	29.6	9.2	103.8
la musique	68.9	27.2	9.7	105.8
les arts plastiques (art)	70.9	20.4	10.7	102.0
la santé et le bien-être	67.0	25.2	9.8	102.0
l'éducation physique	60.2	28.2	15.5	103.9

*Ici le total est supérieur à 100, cela indique qu'un pourcentage de répondants, égal à la valeur excédentaire.ont opté pour les deux langues. (Perron P. 37)

TABLE 2.8

Langue d'enseignement préférée pour les matières au programme d'une 9ème année (% du total des 206 répondants)

Matière	en français	en anglais	ne sais pas	total *
la religion	83.5	9.2	8.7	101.4
les mathématiques	35.9	59.7	8.3	103.9
les sciences	32.0	61.7	9.2	102.9
les études sociales	58.3	35.0	10.7	104.0
la musique	66.0	23.8	13.6	103.4
les arts plastiques (art)	64.1	22.8	16.5	103.4
les arts dramatiques	69.4	22.8	13.1	105.3
les arts ménagers	55.3	32.0	16.0	103.3
les arts industriels	36.9	51.9	14.1	102.9
l'éducation physique	56.8	30.6	15.0	102.5

*Ici le total est supérieur à 100, cela indique qu'un pourcentage de répondants, égal à la valeur excédentaire, ont opté pour les deux langues. (Perron P. 38)

RMC

Table 2.9

Domaines dans lesquels on voudrait plus de contenu se rapportant à la culture canadienne-française, dans les programmes des écoles-cadre non limité (liste des énoncés selon la fréquence des réponses pour la province dans un ordre décroissant et en %) P. 41

Enoncés:	total province	Bonnyville	Calgary	Edmonton	Fort McMurray	Riv.-la-Paix	St-Paul	Autres
- l'histoire des Canadiens-français en Alberta (history)	72.8	94.4	66.7	76.7	57.1	69.0	82.6	66.7
- les questions politiques actuelles concernant les Canadiens-français (politics)	55.3	50.0	63.3	62.8	42.9	50.0	47.8	50.3
- les artistes canadiens-français, sculpteurs, peintres, musiciens, etc (art)	52.4	61.1	63.3	62.8	28.6	50.0	39.1	47.2
- les écrivains canadiens-français (literature)	51.9	61.1	76.7	62.8	28.6	47.6	34.8	38.9
- l'histoire du Régime français (history)	37.4	38.9	46.7	37.2	35.7	31.0	43.5	33.3
- la culture française et la France en général (France)	27.7	33.3	30.0	27.9	28.6	26.2	17.4	30.6
- je ne sais pas	12.6	11.1	10.0	11.6	14.3	14.3	8.7	16.7
- je n'en veux pas davantage	2.4	0.0	0.0	2.3	7.1	4.8	4.3	0.0
- autres	1.9	0.0	0.0	2.3	0.0	0.0	4.3	5.6

TABLE 2.10

Domaines où l'on juge qu'il faudrait faire des efforts pour avoir davantage de français à l'élémentaire en dehors des cours - choix de 3 au maximum (liste par ordre de priorité selon les réponses pour la province %) P. 43

Enoncés:	al province	Bonnyville	Calgary	Edmonton	Fort McMurray	Riv.-la-Paix	St-Paul	Autres
- plus de conversation en français chez les professeurs, entre eux et avec les élèves	76.2	50.0	63.3	86.0	71.4	81.0	78.3	83.3
- plus d'activités culturelles, théâtre, cinéma, etc	63.1	61.1	86.7	60.5	71.4	59.5	43.5	61.1
- plus de livres français à la bibliothèque	41.7	27.8	56.7	51.1	71.4	26.2	17.4	47.2
- dans l'affichage et les indications dans l'école	33.5	38.9	30.0	39.5	7.1	35.7	34.8	33.3
- au système d'annonce publique	30.0	44.4	20.0	30.2	0.0	35.7	30.4	36.1
- plus de français au secrétariat et à l'administration	16.5	22.2	16.7	18.6	35.7	9.5	13.0	13.9
- je ne sais pas	7.8	11.1	3.3	11.6	0.0	4.8	21.7	2.8
- je n'en veux pas davantage	1.9	0.0	0.0	2.3	7.1	4.8	0.0	0.0
- autres	1.5	5.6	0.0	2.3	0.0	0.0	4.3	0.0

RMC

In this study Franco-Albertan parents were asked to identify the areas in which there was more assistance required to encourage their children (6-12 years of age) to use the French language (Table 2.10). Improving library materials and services was ranked third overall in the provinces behind encouraging children to speak more French with his peers and teachers and attending cultural events such as theatre and films in French. However, in one area all three were considered equally important (Ft. McMurray) and in some areas less important (Bonnyville, Peace River, and St. Paul).

At the junior high level, parents ranked the improvement of French library materials and resources fourth, behind the same three mentioned earlier and the need for social activities (Table 2.11).

TABLE 2.11

--

Domaines où l'on veut qu'il y ait plus de français en dehors des cours pour les élèves de 7, 8 et 9ème années, choix de 3 au maximum (liste par ordre de priorité selon les réponses pour la province et en %) P. 44								
Enoncés:	total province	Bonnyville	Calgary	Edmonton	Fort McMurray	Riv.-la-Paix	St-Paul	Autres
- plus de conversation en français chez les professeurs, entre eux et avec les élèves	78.4	66.7	60.0	76.7	71.4	73.8	52.2	80.6
- plus d'activités culturelles, théâtre, cinéma	66.0	72.2	80.0	65.1	57.1	66.7	60.9	58.3
- plus d'activités sociales	55.8	38.9	53.3	55.8	64.3	69.0	39.1	60.3
- plus de livres en français à la bibliothèque	39 .	22.2	53.3	53.5	50.0	28.6	21.7	38.9
- plus d'activités sportives	..8	16.7	30.0	30.2	14.3	19.0	13.0	19.4
- je ne sais pas	5.8	16.7	3.3	7.0	0.0	2.4	17.4	0.0
- je n'en veux pas davantage	1.5	0.0	0.0	2.3	7.1	2.4	0.0	0.0
- autres	1.0	0.0	0.0	0.0	0.0	0.0	4.3	2.8

3. LIBRARY SURVEY

3.1 Introduction

Questionnaires were developed and distributed to approximately 280 public libraries throughout Alberta. One hundred and six questionnaires were returned to RMC, giving a response rate of 37.8 percent. Five of those returned were not completed, e.g., because it was the librarian's first day on the job, because the library was in the formative stage, or because it was a regional or board operation. A total sample of 101 libraries provided information regarding their library's resources and services.

For purposes of analysis and comparison, the questionnaires were sorted into three groups:

Group 1: Thirty-five responded that they had no or nil French materials; that they did not use MBS for acquiring French materials; and that they had had no requests or needs for French materials, often because there were no francophones in the local area.

Group 2: Thirty-one libraries indicated that they had few, if any, French resources in their permanent collections, but that they did obtain materials from other agencies, primarily MBS, for use by patrons. Some, but not many, of these libraries reported needs for French materials.

Group 3: Thirty-five libraries reported that they had French materials (25 or more) in their collection. Most of them also supplemented their permanent collections with materials borrowed from other agencies, and many specified areas of need for French resources.

A listing of the respondent libraries, grouped as above, appears in Table 3.1. Locations of respondent libraries by group are shown in Map 3.1. Characteristics of each group and findings about their needs will be discussed in subsequent subsections.

TABLE 3.1

Respondent Libraries Grouped by French Resources and Needs

I No Resources No Needs	II No Resources Some Needs	III Have Resources Have Needs
Bear Canyon	Berwyn	Airdrie
Bentley (P)*	Boyle	Banff
Bellevue	Bruderheim	Beaumont (Y)
Blackfalds (P)	Carstairs (P)	Brooks
Black Diamond (M)	Castor	Calgary
Carbon (M)	Claresholm	Camrose
Duchess	Coaldale	Canmore
Eckville	Cochrane	Coleman
Edgerton	Drumheller (M)	Edmonton
Flatbush	Edson	Falher
Fort Assiniboine (Y)	Evansburg	Fort McMurray
Fort Vermilion	Exshaw (M)	Fort Saskatchewan
Grand Centre	Elk Point	Glenwood
Grimshaw	Fox Creek	Grande Prairie
Irvine	Gibbons	High Prairie
Keg River	High River	Hinton
Killam	Lac La Biche	Leduc (Y)
Kitscoty	Lloydminster	Lethbridge
Magrath	Mayerthorpe (Y)	McLennan
Milo	Milk River	Medley (CFB)
Neerlandia (Y)	Nampa	Morinville
Nordegg(P)	Onoway (Y)	Penhold (CFB) (P)
Okotoks (M)	Pincher Creek	Parkland Regional
Olds (P)	Redcliff	Sexsmith
Paradise Valley	Rocky Mountain	Spirit River
Provost	House (P)	Suffield
Rockyford (M)	Sedgewick	Strathcona County
Rosemary	Stony Plain	St. Albert
Taber	Vermilion	St. Isidore
Tilley	Warburg (Y)	St. Paul
Tomahawk (Y)	Wetaskiwin	Spruce Grove (Y)
Two Hills	Whitecourt (Y)	Swan Hills
Wabamun (Y)		Tofield
Waskatenau		Vegreville
Winfield		

* (P) indicates part of Parkland Regional
(M) indicates part of Marigold Regional
(Y) indicates part of Yellowhead Regional

RMC

3.2 "No Resources; No Needs" Group

The thirty-five libraries listed in column 1 of Table 3.1 all reported that they had few or no French resources of any kind; if they had anything, it was usually a French grammar or non-fiction for adults. Twenty-eight (80%) of the respondents specifically stated somewhere on the questionnaire that they had no need or requests for French materials or that there were few francophones in the community served by the library. Examples of such comments were:

> "Our library has no French books or periodicals. We have never really had a demand for French materials. Our local school only offers French grades 7, 8 and 9 and they have a school library which provides for their needs. We recently subscribed to the Multilingual Biblioservice for a French catalogue. So far this service has not been used."
>
> "In 1983 I attempted to get 2 older ladies interested in reading and obtained material (books) from Alberta Culture in French but both said that they could no longer read because of their eyesight."
>
> "Our library is so small, every inch is full of books with no room to carry out activity programs. We have never had one request for any French material and finally discarded the few French books we had. Our French volunteer prefers English reading material. If we had requests for French material we would be happy to try to fill such requests but none have ever been mentioned."
>
> "I have had no francophone join the library. One lady who helps to teach French at the kindergarten level is the only one to express an interest in French language books, other than the students in the local schools who are studying the language. There has been no great need for these books, but I am hoping any francophones in our community may come to the library and use our French language (MBS) catalog."

With one exception, all the libraries in this group were located in communities with fewer than 5000 population. A cross reference to 1981 Census statistics would support their perception of non-francophone patron base. Of the twenty-five communities for which census data are available (the others are counted in other municipalities and are quite small), twenty (80%) had no or less-than-25 population of French mother-tongue. Five had French mother-tongue population greater than twenty, but the number represented less than three percent of the total population.

RMC

The majority of respondents (87%) reported that French immersion and/or bilingual programs were not offered in the local schools (and there is reason to believe that those who reported "yes" were probably referring to French options in junior or senior high school). Only two libraries had French-speaking staff. None had used MBS or other agencies to obtain French materials. Thirteen (37%) belong to a regional library.

3.3 "No Resources; Some Needs"

The thirty-one libraries in this group had several things in common. Twelve (39%) had no French materials in their permanent collection, eight (26%) had five or fewer French books, and nine (29%) had between six and twenty-five books. However, all but two (94%) reported that they had obtained French materials from MBS at one time or another. Number of books borrowed ranged from one or two (for a single patron) to 145.

The majority of libraries (approximately 75%) in this group were located in municipalities with fewer than 5000 population. Reference to 1981 census data indicates that this group has a mixture of francophone population. Of those for which census data are available, ten (34.5%) had less than 25 population with French as mother tongue. Fourteen (48.3%) had French population between 26 and 100, and five (17.2%) had French population greater than 100. In total, ten communities (34.4%) had French-as-mother-tongue population higher than the provincial average. The majority (75%) reported that there were no French immersion or bilingual programs offered by local school boards. But those that did have such programs reported borrowing blocks of French books (ranging from 20 to 120) from MBS. Twenty-four respondents (77%) stated that the service available from MBS had been effective; the others did not answer that question. Nine libraries (29%) belonged to regional libraries.

Fourteen (45%) of the libraries did not respond to the question regarding the needs of patrons for French or other materials. Every one of these non-respondents commented that there was little or no demand for French materials. Representative quotes were:

> "I contacted all known French speaking persons in this area - the older ones are unable to read - younger ones read English - can't be bothered to read in French. One very old gentleman, who is also blind likes talking books in French as well as English."
>
> "The local second language is not French, but rather Dutch and Russian. We would use the Multilingual Service if asked for fiction or non-fiction by patrons. So far, there is no demand."

RMC

"We borrowed a selection of books in the French language, publicized this through our local paper on at least two occasions. As we had no request from any patron for these books, we returned them to multibiblioservice after six months. There is no apparent demand for this particular service in this area."

"Our library has no call for French books etc. unless a patron is studying French. At present there is only one person trying to learn French and multilingual services can supply all the material that we need."

The others in the group did specify types of books to which readers would like to have access. Table 3-2 summarizes these needs in rank order; the number following the category indicates how many librarians noted this specific need. Fiction at all reading levels was in most demand, with romances, being the subject area of most interest. Two respondents further indicated another category of need: "Hi-Lo" books, i.e., books with high interest and low vocabulary.

Five respondents reported a need for French periodicals; six a need for French records; and four for videotapes or films.

Table 3.2

French Reading Materials Desired by Patrons

Generic Category	No.	Subject Area	No.
Adult Fiction	15	Romances	10
Children's Fiction	13	Adventures	8
Young Adult Fiction	9	Mysteries	8
Grammar and Language Texts	9	Cooking	5
Canadiana	7	History	4
Adult Non-Fiction	4	Canadiana	4
Children's Non-Fiction	4	Travel	4
Classics	4	Sports	2
Young Adult Non-Fiction	3	Hobbies	1
Reference	1	Holidays & Festivals	1
		Science	1

3.4 "Have Resources and Have Needs"

Thirty-five libraries reported that they had some French resources in their permanent collection. These ranged from as few as twenty-eight in Grande Cache to 10,104 in Edmonton. Table 3.3 on the facing page provides a listing of these libraries, ranked by size of collection. Also reported in the table is information about the existence of French population and immersion or bilingual programs in the community, about the library's use of MBS materials, and about the population served by the library. Some observations that can be made on the basis of Table 3.3 follow:

* Libraries with relatively large collections were located in larger urban centres or in small communities known to be traditionally francophone. One exception is Coleman, which commented in the questionnaire that "We have no requests for French materials, as there is only a small handful of people in the community fluent in French... we acquired our French collection over the years, through grants from Canada Council."

* Population served by these libraries ranged in size from several hundred (St. Isidore, Glenwood) to the hundreds of thousands (Edmonton, Calgary). Reference to census statistics reveals that fifteen (51.7% of those for whom data are available) of the communities have French-as-mother-tongue population higher than the provincial average.

* Table 3.3 illustrates a pattern linking size of collection with existence in the community of a francophone population and presence of French immersion programs in the schools. Twelve (52.1%) of the twenty-three libraries having collections larger than 100 books have francophone populations higher than the provincial average. Seventeen (73.9%) of those twenty-three have French immersion programs in their schools. These percentages would be higher if St. Isidore, which has a known francophone population and which presently busses children to Falher's immersion program, were included in the count.

* Also closely related to the existence of French population and immersion programs is the library's use of MBS materials. Thirteen (62%) of the libraries serving French immersion communities borrowed more than 100 books per year. It is noteworthy that in the questionnaire all libraries which had used MBS expressed satisfaction with the services provided.

RMC

All but three libraries expressed their perceptions about the needs of their patrons for French materials. These responses are summarized in Table 3.4, again in rank order. The pattern of needs is similar to that of Group 2 (see Table 3.2), in pointing to the need for fiction for all age-groups. Also similar to Group 2 was the additional request for "Hi-lo" or "easy reading" books.

Table 3.4

French Reading Materials Desired by Patrons

Generic Category	No.	Subject Area	No.
Adult Fiction	22	Adventures	15
Children's Fiction	21	Mysteries	15
Young Adult Non-Fiction	15	Romances	13
Young Adult Fiction	14	Hobbies	11
Canadiana	13	Cooking	11
Grammar & Language Texts	12	Canadiana	11
Children's Non-Fiction	12	Travel	10
Young Adult Non-Fiction	10	Sports	9
Reference	8	History	6
Classics	3	Science	5

With respect to other types of materials, fourteen libraries (40)% requested periodicals, eleven (31%) requested records, and eight (23%) requested visual materials such as films, videotapes and videodiscs. Ten (28%) indicated no need for non-book materials.

3.5 Summary

Based on library questionnaires returned to us, the following observations are salient:

* One-third to one-half of the respondent libraries have little or no need for French materials, primarily because their patron-base is not francophone.

* One-half to two-thirds of respondent libraries have some needs for French materials. Some of these libraries, particularly those in "traditional" francophone communities have met the demand through development of local, permanent collections. Others, particularly those in small francophone communities, have used MBS to respond to the demand for French materials. Satisfaction of these libraries with the service provided by MBS is widespread.

* Two strong correlates (possibly predictors) of needs for francophone library resources are: presence in the service area of a "traditional" or emerging francophone community and existence of a French immersion school program. This suggests that if MBS tracks the development of French immersion programs in the schools, it will have a useful indicator of demand for French library resources.

* Finally and specifically, the librarians who responded to this questionnaire outlined their needs for French materials, as they perceived the needs of their patrons (see Table 3.5). In essence they perceived a need for more fiction materials.

Table 3.5

SUMMARY OF RESOURCE NEEDS AS PERCEIVED BY LIBRARIANS

Generic Category	No.	Subject Area	No.
Adult Fiction	37	Romances	23
Children's Fiction	34	Adventures	23
Young Adult Fiction	23	Mysteries	23
Grammar and Language Texts	21	Cooking	16
Canadiana	20	Travel	14
Adult Non-Fiction	19	Canadiana	13
Children's Non-Fiction	16	Hobbies	12
Young Adult Non-Fiction	13	Holidays & Festivals	11
Reference	9	Sports	11
Classics	7	Science	6

4. INTERVIEWS WITH LIBRARIANS

4.1 Perceived Users

Seventeen librarians in the five regions were contacted for follow-up interviews regarding the questionnaire. Approximately half of them added only succinct comments such as: "We need some new books all the time to maintain an interest" or "We have no French collection, but plan to have one in the future." Nine libraries, primarily in the Edmonton region, participated in in-depth interviews lasting an hour or longer.

The knowledge level of community needs and services provided seemed to correlate with the background training of each library's staff. That is, the more highly trained librarians were most aware of needs of their community and possible solutions and setbacks. However, the attitude towards the French language and its community seemed to be the factor which determined the quality of French programming, quantity of French materials, and commitment toward improvement. In other words, it was perceived that library staff of smaller libraries with lower levels of training were much more forthright about their needs and concerned about meeting those needs than certain highly trained staff in urban areas. The level of service also seemed to correlate with this attitude. For example, some large urban libraries (where there were perceived negative attitudes toward a French collection) have no catalogue for their French collection, while smaller libraries with a lower level of staff expertise, but a positive attitude, did. (A user might assume that there is no French language collection if there are no books listed in the card catalogue). Several librarians commented about the anti non-English language attitude of its board members.

Librarians were asked to identify who their French readers were. Generally speaking they perceived their users to be Franco-Albertans, Quebecois, French immersion students, and adult language learners. None considered French speakers who emigrated from other countries as a part of their potential clientele and some were surprised to learn of cultural differences (and hence potential interests) between Haitians, French from France, Franco-Albertans, and Quebecois. Most librarians stated that they would appreciate consultative assistance or a workshop on how to identify users, especially adult users, in their community.

4.2 Perceived Demands of Users

For this diverse audience of French language speakers and learners librarians perceived demands to be for:

(1) Children's books and reference materials, especially encyclopedia and reference materials at the reading level of French immersion children at the grades 4-7 level;

(2) learn-to-speak-French audio (tapes or records) programs for adults and then easy reading popular books for this group;

(3) French translations of best-sellers, Harlequin romances, Agatha Christie novels, and other paperbacks for Franco-Albertans and Quebecois; and

(4) biographies, Canadian history and Quebecois literature for a large but more select audience.

(5) Of course, each reader also had his/her own specific interests. Librarians believed that most of those interests could be met in English. Although some librarians were interested in using MBS to meet specific needs, the majority perceived MBS's services as one which primarily supplemented their fiction collection (with the block of books received several times per year). In fact, several librarians did not know that MBS had a non-fiction collection.

A number of librarians felt a need to serve senior citizens in their community with large print books. One librarian said that she had borrowed every large print book MBS offered and felt that this part of the MBS collection should definitely be expanded.

All librarians noted a lack of low-vocabulary high-interest reading materials for children in French immersion. Le Carrefour book store and Le Centre de Documentation explained that such materials simply do not yet exist. To meet this need the book publishing industry must be informed about the potential market.

4.3 Promotional Activities

Generally speaking, the librarians seemed prepared to meet the needs of French speakers/readers in their communities when those needs were expressed to them. Very few libraries conducted or ever considered conducting a user survey for French materials. Needs were evaluated only if a user verbalized a request to a staff member.

Each librarian was asked if he/she had seen a copy of the MBS catalogue of French materials, where it was located in the library, and who had access to it. All librarians had seen the catalogue; only a few did not know where it was located in their library; but in no library was it accessible to the public. That is, while all librarians reported that the catalogue was at the disposal of any user upon request, no library advertised its existence in any way. How could the public ask to use something that they do not know exists? Only one library justified this inconsistency - they did not have the staff to meet the requests that they perceived they would have.

4.4 Programs

Libraries in areas where French immersion programs exist noticed a greater increase in demand for French materials when the immersion programs began than prior to their inception. They also noted that demand for French language library programs came at the same time that the French immersion program began, usually from the local branch of the Canadian Parents for French. When the program was in its first two or three years, parents requested a French story hour. Later they also asked for a film night. In some communities the film night was organized by ACFA, sometimes in the library facility and sometimes elsewhere. In other communities the library worked with the school to organize a series of French films for children. No library reported any kind of craft program in French, plans for French displays, or author tours. However, the majority of librarians were interested in providing programming in French if they could solicit volunteers to assist and would like assistance in organizing programs. They suggested that this assistance might take the form of workshops or consultation. In planning for such programs librarians noted that often an untrained staff member or volunteer would have the responsibility of offering the French language program. One librarian suggested that the L.A.A. might organize such a workshop since the problem of library programming exists in English as well as French, for volunteers as well as librarians/clerks with different levels of training.

4.5 Periodicals

While most libraries subscribed to adult and children's periodicals in French, some did not subscribe to any. Librarians cited a lack of funds as the major reason for few or no subscriptions to periodicals. One librarian suggested that MBS might offer to pay for their annual subscription to a periodical.

RMC

4.6 Non-Print Resources

While some librarians stated that they could not imagine a collection of non-print materials in French because such did not exist in English, the majority noted that there is a need for children's high quality feature-type films in French. Most were familiar with the National Film Board (NFB) but some did not know about the NFB French collection. Of those familiar with NFB most had not been satisfied with what NFB could provide them. They felt that the language and interest levels were not appropriate to children. The greatest demand for films seems to be in the Christmas season.

Most libraries had or intended to start soon a collection of French records. There was a very favorable attitude to the acquisition of their own permanent collection of French records. Some librarians thought that MBS could nicely supplement their needs in this field but were concerned about the logistics of transporting such fragile items.

Only the larger more urban libraries expressed any interest in acquiring French films, videotapes, or videodiscs for loan to users. No one had any idea of what audio visual items existed in French, how much they would cost, or where they might be obtained. Most of the small libraries looked at this as low priority because they could not provide the accompanying hardware.

4.7 Selection and Acquisition of French Books

All of the libraries used the services of Le Carrefour (locally or through the Edmonton head office) to acquire materials for their French collection. Everyone was very satisfied with the service, primarily because a visit to the bookstore allowed them to see what they would be buying and usually take it back with them immediately. Some complained that it was difficult to order French children's books because they were almost all listed and sold in collections. It should also be noted that Le Carrefour greatly appreciated the clientele and believes that it is their responsibility (as French community supporters; not only as a business) to meet the needs of libraries, schools, etc. In fact, they are presently considering revising their catalogue to include a section on "start up" books as a community service.

Several libraries had contacted Le Centre de Documentation (Faculte' St. Jean) for assistance when they were beginning their children's collection and all expressed great satisfaction with her assistance. Since the vast majority of libraries have no bilingual personnel, they are unable to use selection tools in French. Thus, most librarians requested a workshop or consultation service about selection tools, criteria for selecting French books, and purchasing options.

RMC

One librarian stated that her library borrowed a large number of French books from MBS and put them on shelves to gauge demand. If it met their expectations, they would purchase popular titles for their permanent collection.

Related to the selection and purchasing of materials is the budget. Several librarians expressed concern about determining what percentage of their budgets should be allocated to acquiring French materials. Some invented a percentage based on perceived demand while some some worked toward a numerical end. All librarians requested an opportunity to share their views about this topic with others (a consultant or other librarian).

4.8 Library Organization

Most libraries had already noted that the demand for French books greatly increased when they shelved them separately. Some libraries have still preferred to separate their fiction collection and integrate their non-fiction collection with English language books. Most had separated their children and adult collections into a permanent English and French collection.

Most libraries had attempted to create a card catalogue for their permanent French holdings. However, there is great variation here. Some catalogue only non-fiction, others only hard covered books, still others catalogue no French books; some integrate the French and English cards, others have separate drawers for the French cards. Some provide all of the information on the card in French, others provide only the author and title in French. Most librarians felt uneasy about their situation, no matter what form it took and requested consultation or workshops on the topic.

A number of librarians expressed concern about the limited space at their disposal for their entire collection, let alone their French collection. The lack of space affected their display area and ability to promote any collection. At the same time, no library visited in the Edmonton area had any French posters up or offered any knowledge of the existence of a French collection at the entrance, information desk, or circulation area.

RMC

5. USER INTERVIEWS

5.1 Users

Librarians in five regions of the province - Lethbridge, Calgary, Edmonton, St. Paul, and Peace River - were asked to provide a list of names (selected at random if possible) of users of their French language materials. Unfortunately all libraries were not able to comply. The larger libraries claimed that such information was confidential and that it would be extremely difficult and time consuming for their staff to come up with such a list. Other users were identified through L' Association Canadienne de Franco-Albertains (ACFA). In most centres French immersion teachers were also contacted and interviewed. Attempts were also made to interview students in French immersion programs. Some schools and jurisdictions would not consent to release names of children in French immersion who use public library French materials, so only a minimum number of names from this group were collected. Because the students that were initially interviewed were unable to specify the types of materials they had borrowed in the past and would be borrowing in the future, it was decided not to lose time approaching other schools about this audience. Furthermore, since this would be the main sample of users in some regions, it would skew the sample towards children's needs, rather than the needs of the general public. It was also felt that student needs were represented in interviews with teachers.

The users interviewed represent a diverse French language background including:

* Franco-Albertans
* francophones from other parts of Canada and abroad
* anglophone children in French immersion programs and their parents
* anglophone adolescents and adults pursuing French language courses

Table 5.1 presents the background of a small random sample of users from five regions of Alberta.

TABLE 5.1

French Language Origins of Users of French Language Library Materials in Alberta as Determined by User Phone Interviews

Place	Franco-Albertan	Francophone From Outside Alberta but in Canada	Francophone From Outside Canada	Non-Francophone	No.	%
Lethbridge	0	7	3	6	16	
Pincher Creek	0	3	0	3	6	21
Brooks	1	1	1	1	4	
Calgary	1	13	3	3	20	16
Edmonton	0	1	1	6	8	
Morinville	3	2	0	2	7	
Beaumont	3	0	0	4	7	32
Sherwood Park	1	1	3	4	9	
St. Albert	0	0	0	0	0	
Fort Sask.	1	1	0	7	9	
St. Paul	4	4	1	1	10	8
Peace River	2	1	0	4	7	
Falher	5	2	1	2	10	
Girouxville	1	1	0	2	4	23
McLennan	5	0	0	0	5	
Donnelly	1	1	0	0	2	
TOTAL	28	38	13	45	124	
%	23	31	10	36		100

5.2 Users' Interests

The users interviewed were asked what types of French language materials they have borrowed in the past and what types they would consider borrowing in the future. Table 5.2 indicates the diversity of interests reflected in the phone interview. Some respondents gave more than one interest. Some were specific and others quite general about their interests.

5.3 User Satisfaction/Dissatisfaction

During the telephone interview, users were also asked to explain their satisfaction/dissatisfaction with French library materials and services in their local library. Of the 124 people interviewed 26 (21%) did not borrow French language material from the local public library. Of these, some did not know that their local library contained French materials, some preferred to purchase their reading materials, some preferred to read English books, and some did not like to read at all. Of the 98 users interviewed, 38 were not satisfied with the local service, 47 were satisfied, and 13 had no opinion. The majority of satisfied were anglophones and the majority of dissatisfied users were francophones. Generally speaking, there was greater satisfaction with the children's collection in French than with the adult collection since most anglophones interviewed were children or parents of children in French immersion. It can be said that the greatest dissatisfaction comes from the native speaking adult community in reference to adult reading materials. A number of anglophone parents expressed general satisfaction but noted the need for high-interest-low-vocabulary French children's books. Of the dissatisfied users the most common complaints were:

(1) the selection of books is too limited (52 respondents)
(2) the selection is too old, out-dated (9 respondents)
(3) there are no films, records, or tapes (4 respondents)
(4) there are no reference items in French (3 respondents)
(5) there are too many translations (2 respondents)
(6) there is no French speaking staff member (1 respondent)
(7) it takes too long to meet orders (1 respondent)

These results are generally consistent with the six responses to the Multilingual Biblioservice Reader Survey held in 1983. In this survey readers complained about a limited selection for adults and children, about the need for a catalog or list of books available, about the shortage of biographies, classics and philosophy books, and about out-dated books.

The following table indicates the general categories of materials the users would like to borrow in the future.

Table 5.3

Categories of Materials Users Would Like to Borrow in the Future

Region	Children's Books	Adult Books	Records/ Tapes	Films/ Video/Discs	Periodicals
Lethbridge	10	12	9	8	9
Calgary	6	12	6	8	7
Edmonton	31	17	29	15	16
St. Paul	4	6	5	2	4
Peace River	8	5	1	1	1

Some users also indicated their pleasure/displeasure with the service provided, the hours of operation of local libraries, and the French language programs offered at their local library when asked to make "other comments." Three (2%) respondents indicated a need for better publicity of French language materials, 4 (3%) complained about the location of the library in their town, 2 (1%) were angry that so many French books were mere translations from English, and 4 (3%) wished librarian services in the French language. Four (3%) users requested French language activities in the evening, 3 (2%) users wished that their library sponsored a French film night, and 5 (4%) users expressed great satisfaction with the story hour being held for their children. Three (2%) of the users said that they preferred to purchase their own French books, but did use the library occasionally.

6. STAKEHOLDER INPUT

Responses from six stakeholder groups can be recorded in this report. Three respondents requested interviews and three submitted briefs. The following sections report the comment as submitted by each stakeholder group.

6.1 Alberta Modern Language Council

The executive of the Alberta Modern Language Council passed a motion to support the objectives of the MBS study and the services provided by MBS in all languages. The group was very interested in MBS, had never heard of the service and extended an invitation to MBS to present a session and display at their annual conference to be held October 12-14, 1984 in Edmonton.

6.2 Association Canadienne de Franco-Albertains - Edmonton

This group noted the need to upgrade French language resources in public libraries throughout the province. Mention of general categories of books was also made.

6.3 Le Carrefour

Le Carrefour explained that it provides sales and service to three major clients: in-store customers, institutions and regional stores. It considers the institutions the most important client and noted that 50-60% of its income comes from sales to bilingual/immersion schools. Le Carrefour has developed a high level of professional expertise in book selection in its Edmonton office and encourages institutions such as libraries to go through its Edmonton office.

They recently compiled a catalogue (500 pages) of French language materials and distributed this to schoolboards throughout the province. They hope to compile another one in the next few years using a different form of organization. Recognizing that their clientele can be divided into three groups - those with no French collection - those with a starter collection, and those with a somewhat developed collection which needs regualr additions - they hope to design a catalogue which groups books as a "starter collection" for libraries with no French collection, "adders" for libraries which have a small French collection, and "maintenance books" for libraries with an established French collection.

They noted that they do not advertise in the Francophone newspaper Le Franco-Albertain, although they are affiliated with its umbrella body, ACFA, because Franco-Albertans are a very small part of their clientele.

RMC

Their anglophone clientele is considerable, consisting of advanced students of French language and parents of children in French immersion. They are interested in acquiring the high interest - low vocabulary books for children, but cannot find them. They do not exist, and publishers have not yet recognized this potential market.

They also expressed concern about the lack of monitoring of provincial and federal grant programs designed to upgrade French language resources, especially in schools.

Their staff make two or three buying trips to Quebec each year. They attend conferences and book fairs of French language books, visit publishing houses and have now established a rapport with most publishers which allows publishers to send out sample "new," "best-seller" books as soon as they are off the press.

6.4 County of Strathcona Municipal Library

This group expressed great pleasure in MBS's initiative to sponsor a research project of French library needs in the province. The major concerns expressed were: a lack of staff time available to conduct the necessary promotional work, including identifying the user groups; the need for direction in using selection tools and guidelines for purchasing new items and discarding outdated ones, especially for non-French speaking librarians; the need for lists of titles of fiction and non-fiction for children and adults and back-up recreation reading titles for anglophone high school students studying French as a second language. The high interest-low vocabulary books are needed for this group.

6.5 Faculté St. Jean

The Faculté St. Jean perceives its role in library development as one of supplementing resources for the research needs of French-speaking Albertans. In order to achieve this end, the Faculté works closely with organizations within the French community. To date the Faculté has received numerous complaints from francophones about the poor level of materials and services available in Edmonton libraries. For fear of becoming a substitute for the local public library, the Faculté St. Jean has limited its contact with community organizations regarding the development of their library.

RMC

Since staff at the Faculté is very familiar with the MBS service, their brief offered observations about the strengths and weaknesses of MBS. For communities with a small French-speaking population and a number of other language groups they consider the MBS service excellent. It reaches out to an audience which would otherwise not be reached. Such communities do not have the staff or funds to develop permanent collections in French or other languages and the Faculté believes that MBS can ensure a regular turnover of French books for this audience.

On the other hand, the Faculté fears that some libraries are abusing the MBS service and avoiding their responsibility of meeting the needs of their local population. The Faculté believes that since there are no guidelines which specify who can or should rely on MBS and which libraries should be able to support their own French collection, there is no means of identifying abuse of MBS service. Furthermore, they stated that there is no mechanism for establishing regular lines of communication between libraries and services at the local and provincial levels.

The Faculté also considers the different status of the French language at the federal vs. provincial level a weakness. The federal government recognizes French as an official language and the National Library does not have a French collection to borrow. Whereas the National Library is able to assist libraries throughout Alberta in developing their collections in non-official languages, they have nothing to offer in French. The Canada Council book donation program is the only federal form of assistance available for the development of French library resources and services. It consists of book kits of 200 books. The Faculté hardly considers this number, a "good basic collection", although it does recognize the kits' value in supplementing a collection. Provincially, French is grouped with all languages but English. Thus, MBS is the only form of assistance to libraries in developing their French collections. Furthermore, the Faculté does not consider that MBS receives sufficient provincial funds to compensate it for providing the only form of assistance in French.

The Faculté also expressed concern about providing enough French books in the province to meet the national public library standard of 2.5 books per capita. Over 155,000 French books would be required to meet the demands of the population whose mother-tongue is French alone. There is a need for a provincial quantitative standard to be identified and enforced. After some quantitative standards are met the Faculté suggests improvement of quality, for example, the provision of bilingual services and of up-to-date books.

RMC

The Faculté also expressed concern about library organization, noting that too many libraries fragment their small collections, integrate French and English books, and do not provide card catalogue information about French books.

The Faculté supports continued development of fiction, non-fiction, children and adult books, uncatalogued paperbacks, periodicals, reference and informational tools, talking books, records, video-programs and films, and library programmes such as story-hours, guest speakers, etc.

The Faculté suggests that MBS:

(1) Develop a means of identifying the population to be served by every library and teach librarians to use the means;

(2) devise guidelines for libraries which can use MBS to meet all of their French-language needs and which can use MBS to supplement their permanent collection;

(3) enforce standards, provide guidance, and encourage local libraries to develop their own French collection;

(4) define provincial and local responsibilities and lines of communication;

(5) initiate a province-wide committee which would oversee and direct development of French library needs throughout the province (The committee might work independently of MBS through funding from Secretary of State & L.A.A. and provide guidelines to MBS about French-language library needs in the province);

(6) encourage large local libraries to centralize their French collection and publicize it as such;

(7) urge libraries to separate French books from English ones in children's, adult's, periodical's, records, fiction, and non-fiction collections.

6.6 Le Centre de Documentation

The Director of Le Centre de Documentation housed at the Faculté St. Jean expressed concerns about the development of library collections, the organization of these collections in local libraries, and the availability of library services in the French language. She also noted the need to differentiate needs of francophones or native speakers and anglophones learning French at all levels. Regarding children's collections she observed that public libraries should provide a variety of books for each reading/language level.

RMC

She acknowledged the need to develop better lines of communication between school and public libraries in order to meet the needs of children in French immersion program. To this end, school libraries are responsible for providing curriculum support, that is, in topics covered at each grade level in social studies, science, language arts, etc. The public library should then meet the other interests of children - sports, holidays, science, hobbies - some of which will develop as spin off topics from school subjects (especially social studies). While the school program allows children to become involved in a French pen pal program, field trips, and planning events, the public library should provide story hours, film nights, crafts programs, poster and book mark design contests, and author tours in the summer months, during school breaks, and during the school year. The national trend seems to be in developing children's collections as junior high students are not library users and most children leave French immersion after grade 9.

The Director cited research which showed that French books became used and even popular when they were placed on a separate shelf (i.e., not integrated with English books) and urged for a form of enforcement of this principle in all libraries in the province.

The lack of service in the French language was also considered a major obstacle which requires hurdling in Alberta libraries. Furthermore, because there are so few French speaking librarians in the province, few librarians can use the selection tools which are available (Choix jeunesses, Des livres et les jeunes, Lurelu, Une collection fondamentale pour les ecoles primaires, Lettres quebecoises, Nos livres, and Bulletin critique des livres francais).

The need for high interest-low vocabulary books was also expressed. Concern that publishers have not acknowledged this market is growing.

RMC

7. RECOMMENDATIONS

7.1 Per Capita Standard and Quantity of Books

A conservative public library standard[1] for volume of books is 2.5 per capita. The French population as defined by mother tongue, according to census statistics is 62,145. The enrollment in French immersion programs is 15,000. Assuming that two-thirds of that enrollment is made up of anglophones, the potential library population increases to 72,000. If one third of their parents are actively involved in French language instruction, the total increases by another 3,300. University and night class enrollments in French language courses might add another 1000 to this figure. Thus, if there are 76,000 French speakers in the province, the libraries of the province should contain 190,000 books.

The present collection at MBS is approximately 15,000. School boards, private libraries, the Faculté St. Jean, Grande Prairie Regional College, Universities of Alberta, Calgary, and Lethbridge also have collections of French language books, as do a number of local and community libraries in the province. It is extremely difficult to estimate the number of French books in the province for a number of reasons. First, not all of the libraries in the province returned the library survey. Second, many of those that did could only provide estimates, and very rough ones at that (e.g. 500-1000). Third, some libraries cautioned that their actual number of holdings contain some that should be weeded out and discarded. Fourth, post-secondary institutions provide a select type of material in French for a select guidance. Hence while their students may want access to other sources of French materials, the public does not have access to their collection. Given these difficulties, a generous estimate of the number of French books in libraries in Alberta would be 142,500 (250 libraries with 50 books each, 10 libraries with 3000 holdings, 5 libraries with 12,000 holdings, 50 school libraries with average 1000 holdings). However, even with generous estimates of holdings of these libraries, the number of French books in the province undoubtedly falls short of a desirable level of service, using even a conservative standard. Should MBS expand its holdings to meet this standard, or should local libraries take responsibility for expanding its local collection? or both? Some guidelines about the number of French books in a permanent collection per population base should be drawn up for all centres in Alberta.

---

[1] See page 18, footnote 1.

RMC

Since a number of librarians expressed the need for books in languages other than French and English this standard might apply to all languages. It would also give MBS some guideline as to the quantity of books to be acquired in each language.

GUIDELINES ABOUT THE NUMBER OF FRENCH AND OTHER LANGUAGE BOOKS IN A PERMANENT COLLECTION PER POPULATION BASE SHOULD BE DRAWN UP FOR ALL CENTRES IN ALBERTA.

7.2 Attitudinal Change

Working toward a numerical end will be extremely difficult. Economically, libraries have already reported feeling the pinch of the recession. Many libraries reported that they have no demand for adult French books. The majority of libraries have never conducted a user survey or promotional campaign. They admit both that they have neither the staff or budget to do so and that they lack the know-how. To complicate this situation there also exists a number of libraries whose administration and/or Board of Directors is unfavorably disposed to French language needs and rights. The Multicultural Training Program sponsored by the Cultural Heritage Branch of Alberta Culture might be approached to conduct an adapted workshop for administrators and members of Library Boards. This workshop might involve sensitizing them to the linguistic and cultural attributes of the population served by their local library as evidenced in census data, regional demands at MBS, number and type of community organizations, and other available data.

Library Boards should also be encouraged to replace members when their time is due with bi- or multi-lingual members to ensure a broad representation at the policy, budget and planning level.

THE MULTICULTURAL TRAINING PROGRAM SPONSORED BY THE CULTURAL HERITAGE BRANCH OF ALBERTA CULTURE SHOULD BE APPROACHED TO CONDUCT AN ADAPTED WORKSHOP FOR ADMINISTRATORS AND MEMBERS OF LIBRARY BOARDS.

7.3 MBS Non-Fiction Collection

Many libraries seem to be unclear about the services that MBS has to offer. For example, most of the librarians interviewed did not know that MBS had a non-fiction collection. It may be useful for MBS to add a variety of non-fiction books to the blocks of books which circulate to show librarians and users more of its collection.

MBS SHOULD ADD A VARIETY OF NON-FICTION BOOKS TO THE BLOCKS OF BOOKS WHICH CIRCULATE TO SHOW LIBRARIANS AND USERS MORE OF ITS COLLECTION.

7.4 Identifying User Groups

There is a number of libraries in the province which do not use MBS services, but where census data indicates a large potential French-speaking population.

There is a need to work with librarians in areas where there is a native French-speaking population to help them realize that there is a potential user group in their area. Only after being convinced of this can a promotional campaign be considered.

A program designed to show librarians sources of information about user groups (census data, community organizations including church groups) might be developed by MBS or some other branch of Alberta Culture and made available as a half day workshop in a number of regions of the province. This program could assist in the identification of all language groups. Such a workshop was popularly requested by librarians in this study.

A PROGRAM DESIGNED TO SHOW LIBRARIANS SOURCES OF INFORMATION ABOUT USER GROUPS OF ALL LANGUAGES OTHER THAN ENGLISH MIGHT BE DEVELOPED BY MBS OR SOME OTHER BRANCH OF ALBERTA CULTURE.

7.5 MBS Catalogue

Few libraries seem to make knowledge of the MBS catalogue of French books (or any other language) available to the public. Perhaps a poster about the catalogue should be printed and posted in every library. There may also be a need to explain how the catalogue is organized to some librarians. Annual or even more frequent visits from MBS staff to each library in the province should be a part of the follow-up campaign of MBS.

MBS SHOULD DEVELOP A PROMOTIONAL CAMPAIGN FOR ITS CATALOGUES.

7.6 Public Library - School Library Cooperation

Comments from indepth interviews with librarians and telephone interviews with users, suggest that students in French immersion programs comprise a growing clientele for French children's books and programs. Their parents are also interested in language-learning programs (texts, records and cassettes) and easy-reading books. Since many of the users interviewed are associated with school systems it should be noted that some of the needs identified correlate with the school curriculum. For example, all of the requests for craft ideas came from teachers, the requests for books about explorers, pioneers, birds and dinosaurs came from children who had been requested to write school reports on these topics, and the requests for information about holidays around the world came exclusively from teachers and students.

The degree to which it is a public library responsibility (as opposed to school library reponsibility) to provide books on curriculum topics is one which merits serious discussion with educational authorities. Interviews with both librarians and educators acknowledge this fact and it is perceived in areas where the public librarian and school librarian have good lines of communication that the community's needs are best met. How to develop these lines of communication, at whose initiative, and whether or not this should be mandated also merits discussion and resolution. Perhaps MBS could initiate contact with educational authorities to look into this matter and develop a procedure of library cooperation which could be duplicated in smaller centres.

MBS SHOULD INITIATE CONTACT WITH EDUCATIONAL AUTHORITIES AND WITH THEM DEVELOP A PROCEDURE OF LIBRARY COOPERATION.

7.7 Promoting the MBS Service

The 1981-82 Annual Report of Alberta Culture stated that 54 percent of the libraries in Alberta borrowed non-English books from MBS in that year. It does not specify the number of libraries which borrowed French books, specifically, but does indicate that 46 percent of Alberta's near 300 libraries do not use MBS. The census data for the province indicate that Alberta is a multilingual/ multicultural province. No census tract was perfectly unilingual English. Why are over 100 libraries in Alberta not using MBS in any language? Are they aware of the service? Are they able to identify their community's needs? Are they able to publicize their non-English book collection? From the responses to the librarian interviews, it appears that librarians do not know how and would like assistance in identifying the audience for French books. It would not be an unreasonable assumption to suggest that librarians throughout the province have difficulty identifying non-English language groups.

In this regard, MBS has two responsibilities. First, a better publicity system of the MBS service is required. This would include, for example, providing information about the MBS collection (e.g. fiction and non-fiction) and guidelines for use of the MBS catalogue (how it can be made accessible to the public). Second, this would involve MBS in a service of human resources, namely assisting librarians in identifying the language groups of their community and promoting non-English books in that community over a short and long-term.

Although MBS has always participated in L.A.A.'s annual conference held in Jasper, comments from librarians have suggested that this group is unable to meet its needs. Most librarians in the province have a low level of professional training and rely on staff or volunteers with even less training to implement their French language programs. These librarians felt that the traditional focus on computers and technology in the L.A.A. was very far removed from their situation. Perhaps MBS should offer practical sessions to librarians during this conference, or at other times throughout the year.

MBS SHOULD PROVIDE BETTER PUBLICITY OF ITS HUMAN AND NON-HUMAN RESOURCE SERVICES.

7.8 The Regional System

Of the total number of libraries that responded to the library survey, 26 libraries were from regionals - 6 (24%) from Marigold, 9 (36%) from Parkland, and 12 (40%) from Yellowhead. On the basis of librarian comments, it is not possible to say whether the regional systems provide a better quality of MBS service than MBS itself. The mandates of the regionals, however, do allow for increased potential library services, which MBS as yet does not provide. For example, the regionals provide consultation and workshops. Perhaps MBS could initiate discussions with regional libraries to determine what type of programs regionals intend to provide for non-English language needs, thus allowing MBS to fill in the gaps in these areas and develop programs for other areas.

MBS SHOULD INITIATE DISCUSSIONS WITH REGIONAL LIBRARIES TO DETERMINE WHAT TYPE OF PROGRAMS REGIONALS INTEND TO PROVIDE FOR NON-ENGLISH LANGUAGE NEEDS.

7.9 MBS Acquisition Policy

To date, MBS has acquired popular reading and popular special subject books for its French language collection. It also provides some large print books; talking books in French are available through another service of the Library Services Branch. MBS has avoided academic books which would be available at school, college, or university libraries to serve specific needs of their students. According to librarian surveys and interviews and user surveys, there is reason to suggest that MBS might consider expanding its mandate to include:

* self-teaching language courses (texts, records, and tapes) and

* non-print resources such as children's French films, popular videotapes or videodiscs in French, and records for children, adolescents, and adults

The justification for acquiring self-teaching language programs is two-fold. First, these could be provided to any library in the province, no matter its remoteness or size, and second, these could be provided to libraries that might purchase such programs for their permanent collection as samples of what is available. In essence, the latter is a form of selection tool for librarians.

The justification for acquiring non-print resources is also two-fold. First, films, videotapes, and videodiscs are expensive and, as librarians reported, in demand primarily in the Christmas season and post-Christmas winter months. A greater variety could be acquired centrally and distributed for short borrowing periods (several weeks). Second, since this is an area which even the large urban areas have not investigated, there is also a need to explore sources or suppliers of audiovisual programs in French, costs, selection and format (for example, are they dubbed or sub-titled?). This information could then be distributed to all libraries in the province as a service of MBS. Those that have the hardware, demand, and funds, might then acquire their own collection. Others may still use MBS.

As far as records are concerned, the problem of transportation poses a major obstacle to the present distribution system. Special packing containers may have to be purchased for transport. Since these items are in greater demand throughout the province, are not very expensive, and could be purchased as a cassette or redubbed onto a cassette tape, this may be an area best left to local libraries to develop. However, MBS could provide a very useful service by identifying record titles according to a variety of categories (children's [0 - 5 years; 6 - 8 years; 9 - 11 years, etc.], teens, adults, easy listening, etc.), suppliers, costs, and other features. This could be distributed to all libraries in the province and updated annually.

MBS SHOULD CONSIDER EXPANDING ITS MANDATE TO INCLUDE:

* SELF-TEACHING LANGUAGE COURSES (TEXTS, RECORDS, AND TAPES) AND

* NON-PRINT RESOURCES.

7.10 MBS Users

Table 7.1 lists the libraries which have borrowed French books from MBS in the past, but which did not respond to the library survey. Generally they can be divided into five groups.

Group A: Libraries which borrowed only once from MBS prior to 1982: Alder Flats, Bonnyville, Calmar, Darwell, Entwistle, Galahad, Kinuso, Mannville, Rainbow Lake, and Thorsby.

A number of questions can be raised about this group. Why did they not use MBS for French books a second time? Did they continue to use MBS for other languages? Why did a centre like Bonnyville, with 13% French-speaking population and French immersion program, never use MBS after 1978? Do they have their own French collection? Are they able to meet community needs?

Group B: Libraries which borrowed from MBS for the first time in 1983 and borrowed 50 or less books: Beaverlodge, Bon Accord, Crossfield, Forestburg, Hanna, Millet, Smoky Lake, Three Hills, and Vauxhall.

Will these centres continue to use MBS? Are they pleased with MBS service? None have French immersion programs; who are their users? What are their interests?

Group C: Libraries which borrowed French books from MBS more than once between 1978 and 1982, did not borrow in 1983, and never borrowed over 55 books in one year: Cold Lake, Stettler, Valleyview, Peace River, and Vermilion.

Why did they not borrow in 1983?

Group D: Libraries which borrowed French books from MBS more than once, borrowed in 1983, and borrowed over 50 at least once: Barrhead, Fairview, Ft. MacLeod, High Level, Jasper, Medicine Hat, Plamondon, Ralston, Raymond, Slave Lake, Strathmore, Vulcan, Westlock, Yellowhead Regional, and Youngstown.

How can MBS maintain this clientele? Does the group have other needs which MBS might address?

Group E: Libraries which borrowed French books from MBS in 1983 and prior, but in small volume (less than 45): Drayton Valley, Red Deer, Warner, and Standard.

MBS SHOULD INVESTIGATE THE STATUS AND SATISFACTION OF PRESENT AND PREVIOUS USERS OF THE SERVICE.

RMC

7.11 Parameters of Borrowing From MBS

Table 2.4 indicates a number of libraries which have borrowed over 200 French books from MBS on a consistent basis: Edmonton (9206), Banff (445), Grande Prairie (601), Lethbridge (211), Morinville (763), and St. Albert (272). Data from a number of sources suggest that some libraries have come to take the MBS service for granted. Perhaps after having borrowed a specified number of books from MBS over a limited time period, some efforts should be made for a local library to develop its own permanent collection and use MBS only to supplement this collection.

On the other hand, based on census data, some libraries do not seem to have used the MBS service to the extent that they might (Bonnyville, St. Paul). Such libraries should be encouraged to recognize how they could improve the variety of their holdings through the MBS service.

There is a need for MBS or Alberta Library Services to provide guidelines to libraries so that the present MBS service is maximized, but not abused, throughout the province.

MBS OR ALBERTA LIBRARY SERVICES SHOULD PROVIDE GUIDELINES TO LIBRARIES SO THAT THE PRESENT MBS SERVICE IS MAXIMIZED, BUT NOT ABUSED, THROUGHOUT THE PROVINCE.

7.12 Library Programs

Most of the libraries interviewed and surveyed in this study expressed a need and desire for training programs which matched their needs, namely, identifying programs for their audience (story-hour, film nights, author tours, etc.), using volunteers or untrained staff to implement these programs, finding language expertise in their community, identifying appropriate resources to implement these programs. Perhaps some workshop or training program could be designed by Alberta Culture, MBS, or L.A.A. to meet these needs.

The Cultural Heritage Branch of Alberta Culture grant program for Workshops, Conferences, and Special Events might be brought to the attention of librarians throughout the province as an incentive to improve the level of language programs and services in their library.

THE CULTURAL HERITAGE BRANCH OF ALBERTA CULTURE GRANT PROGRAM FOR WORKSHOPS, CONFERENCES, AND SPECIAL EVENTS SHOULD BE BROUGHT TO THE ATTENTION OF LIBRARIANS THROUGHOUT THE PROVINCE AS AN INCENTIVE TO IMPROVE THE LEVEL OF LANGUAGE PROGRAMS AND SERVICES IN THEIR LIBRARY.

7.13 Assisting Local Librarians

The compilation of a handbook about French-language (and other languages) collections might be completed by MBS and circulated to every library in the province. The handbook might offer suggestions about:organizing a collection in any second language; using a display area for second language books; publicizing the second language collection; organizing and implementing programs for adults and children; preparing and administering local user surveys; listing community resource contacts (schools, francophone organizations, parent groups, etc.); developing a local promotional program; selecting and purchasing French books, records, reference resources; and using and training French-speaking volunteers.

MBS SHOULD COMPILE A HANDBOOK ABOUT HOW TO ORGANIZE AND DEVELOP A LIBRARY COLLECTION IN ANY SECOND LANGUAGE.

7.14 Budgets

It must be noted that French books are more expensive than English books on an equal quality level and have poorer bindings. Thus, a budget for the French collection at MBS, in public libraries, and in schools must reflect this situation. Le Centre de Documentation has suggested allotting an additional 15 percent of the cost of a book for rebinding in every budget year. This information might be shared with local libraries.

MBS SHOULD INFORM ALL LIBRARIES THAT BUDGETS FOR ACQUIRING FRENCH LANGUAGE BOOKS SHOULD REFLECT THEIR HIGHER COST AND NEED FOR REBINDING.

7.15 Communication

Since there are a number of areas which need development in local libraries, it may be useful for MBS to put out a newsletter (several times per year) indicating recent research, new appointments, tips about organizing programs, materials, or displays in second languages, etc. Small doses of such information would reinforce what librarians learned at workshops, from consultants, or in a handbook. This would be a start to a long-range service.

MBS SHOULD PUBLISH A NEWSLETTER FOR DISTRIBUTION TO ALL LIBRARIES IN THE PROVINCE SEVERAL TIMES PER YEAR .

RMC

7.16 Provincial Direction

The creation of a post of a provincial consultant for French language library needs might be one means of improving the overall situation. Such a post would involve visiting all of the libraries in the province, meeting the specific level of need in each of these libraries, organizing workshops about selection tools, purchasing, programs, promotion, and identifying users in specific areas, working with librarians and Boards to improve attitudinal problems, and promoting the resources and services of MBS.

THE MANPOWER RESOURCES OF MBS SHOULD BE INCREASED TO MEET NEEDS IDENTIFIED IN THIS STUDY.

7.17 Where To Start

Table 7.2 opposite suggests the communities where MBS might begin promotional and developmental assistance. The list is based on those libraries which responded to the questionnaire and which are known to have a francophone community (greater than twenty-five as defined by the 1981 census statistics regarding mother tongue). Group A are those libraries which have minimal (less than 100) resources in their permanent collection, and have used MBS; they might be encouraged to begin developing their own collections. Group B are those communities which have nil local resources and which have not made use of MBS; they might be encouraged to explore community needs through promotion and use of MBS materials. Group C are those which presently have local resources, which have used MBS, and which have specific needs; MBS could gain experience from working with Groups A and B before moving on to Group C.

MBS SHOULD BEGIN BY PROVIDING PROMOTIONAL AND DEVELOPMENTAL ASSISTANCE TO THE GROUPS IDENTIFIED AT THE END OF THIS REPORT.

RMC

SURVEY OF FRANCOPHONE LIBRARY NEEDS

I. BACKGROUND

1. What is the name of your library? _____

2. Where is it located? _____

3. What is the population of the area your library serves? _____

4. Are French immersion and/or bilingual programs offered by school boards in your service area? Yes _____ No _____

   If yes, what type and age level? _____
   _____

II. PERMANENT COLLECTION

1. What is your annual circulation: in English? _____
   in French? _____

2. What are your permanent holdings in the following categories?

	IN ENGLISH	IN FRENCH
books		
periodicals		
records		
films		
videotapes		
other (specify)		
TOTAL		

3. Please estimate how many books you have in your permanent collection in French in the following categories?

	Number
Fiction - adult	
- young adult	
- children	
Non-fiction - adult	
- young adult	
- children	
Classics	
Canadiana	
Reference	
Grammar & Language Texts	

4. How is your permanent collection of French books organized?
   _____ integrated with English books on the same topic
   _____ in a separate section of French books
   _____ other (specify) _____

5. Where is the catalogue for your permanent French collection located?
   _____ stored in a separate card drawer
   _____ integrated with cards for English books

6. In what language are the annotations of your French books given?
   _____ in English
   _____ in French
   _____ in both
   _____ other (specify) _____

7. To which French periodicals do you subscribe? (attach list if necessary _____
   _____
   _____

8. Are there other periodicals you would like to subscribe to? _____
   _____
   _____

III PROGRAMS AND SERVICES

1. What activities do you conduct for library patrons?

	IN ENGLISH	IN FRENCH
Storytelling for children	_____	_____
Crafts for children	_____	_____
Films for children	_____	_____
Films for adults	_____	_____
Author tours	_____	_____
Discussions & conferences	_____	_____
Shut-in services	_____	_____
Other (specify)	_____	_____

2. How do you promote your programs and services?

	IN ENGLISH	IN FRENCH
Visits to schools	_____	_____
Visits to organizations	_____	_____
Advertisements in papers	_____	_____
Other (specify)	_____	_____

3. Do you have a permanent staff member or volunteer who speaks French? _____

   If yes, what does this person do? _____
   _____

IV. OTHER AGENCIES

1. Do you ever borrow French materials from other agencies?_____

   If yes, how many do you borrow annually, and how long have you used the service.

How many?		How many years?
_____	Embassies	_____
_____	Multilingual Biblioservice	_____
_____	National Film Board of Canada	_____
_____	Other Libraries	_____
_____	Other (specify)	_____

2. If yes, where do you place these materials?

   _____ integrated with permanent collection
   _____ in a separate area
   _____ other (specify) _____

3. Do you maintain a catalogue of French materials borrowed or available from other agencies? _____

   _____ from Multilingual Biblioservice
   _____ from National Film Board of Canada
   _____ from other libraries
   _____ other (specify) _____

   If so, who has access to these catalogues?

   _____ staff members
   _____ the public (users)
   _____ other (specify)

4. Have these agencies been able to serve your needs and requests effectively? _____
   _____
   _____

   Have you ever encountered problems in dealing with these agencies? If so, what type of problems and with which agencies?
   _____
   _____
   _____

5. How did you learn about the services of these agencies? (specify which agency) _____

_____

_____

6. How could these agencies be of better assistance to your library (specify agency)? _____

_____

_____

V. NEEDS FOR FRENCH MATERIALS AND SERVICES

1. How do you assess your library's needs?

	IN ENGLISH	IN FRENCH
surveys	_____	_____
visits to schools	_____	_____
visits to organizations	_____	_____
other (specify)	_____	_____

2. Please check the areas in which you perceive that readers in your library would wish French books:

	Generic Categories		Subject Areas
_____	Fiction - adult	_____	Hobbies
_____	- young adults	_____	Adventures
_____	- children	_____	Romances
_____	Non-fiction - adult	_____	Mysteries
_____	- young adult	_____	Photography
_____	- children	_____	Cooking
_____	Classics	_____	Sports
_____	Canadiana	_____	Holidays and Festivals
_____	Reference	_____	History
_____	Grammar and Language	_____	Canadiana
	Texts	_____	Travel and other countries
		_____	Science
		_____	Other (specify)

3. What other French materials are needed?

_____	Periodicals	_____	Videotapes
_____	Records	_____	Other
_____	Films		

Please specify any particular areas of need _____

_____

_____

4. What type of promotion of French language materials could be conducted at your local level? _____

How might these promotional activities be financed? _____

5. In what other ways might you develop and or/improve your services to francophone users? _____

6. What professional development programs would be desirable to assist your staff in developing services for francophones?

7. Other Comments _____

FRANCOPHONE LIBRARY NEEDS

USER TELEPHONE SURVEY

Introduction

Hello. This is _____ calling. I am conducting a survey on behalf of the Government of Alberta about the library needs of francophones living in this area. If you have a few minutes I would like to ask you some questions about your use of French reading materials and about your use of local library facilities.

Name _____ Telephone # _____

Place of Residence _____ Sex ___M ___F

I. First of all, I'd like to ask some questions about yourself and your French background.

1. How long have you lived in Alberta?

____ 0-5 yrs; ____ 6-10 yrs; ____ 10-20 yrs; ____ all my life

2. Where did you live before coming to Alberta? _____

3. Where were you born? _____

4. What is your "mother tongue" (the language your family spoke at home when you were a child)? _____

5. What language is spoken most frequently at home now?_____

II. Secondly, I'd like to find out whether you have ever borrowed French materials from the library, and if so how satisfied you have been.

1. Have you borrowed materials from the library? ___ Yes ___ No

IF NO, ask: Why is that? _____

_____

Then skip to Question #5.

IF YES

2. What kinds of materials have you borrowed?

___ books for adults	___ books for children	_____ periodicals	___ records	
___ films	___ videotapes	___ other: _____		

3. Des catégories suivantes, quelle sorte de livres avez-vous empruntés?

___fiction (ex. _____)
___non-fiction (ex. _____)
___les classiques français (ex. _____)
___livres canadiens (ex. _____)
___livre de grammaire et de langue (ex. _____)
___autres _____

4. Etes-vous satisfait(e) avec le matériel français de la bibliothèque et les services disponibles?

___Oui - Pourquoi? _____
_____

___Non - Pourquoi? _____
_____
_____

5. Y-a-t-il du matériel que vous souhaiteriez voir disponible en français?

___livres pour adultes ___livres pour enfants ___périodiques ___disques
___films ___video-cassettes ___autres:_____

6. Quelle sorte de livres français aimeriez-vous pouvoir emprunter?

___fiction (ex. _____)
___non-fiction (ex. _____)
___les classiques français (ex. _____)
___livres canadiens (ex. _____)
___livre de grammaire et de langue (ex. _____)
___autres _____

7. Avez-vous d'autres commentaires à ajouter au sujet des services et des ressources disponibles en français?

_____
_____
_____

Finalement, puis-je vous demander à quel groupe d'âge vous appartenez?

___enfant 1-12; ___adolescent ___adulte ___citoyen d'âge d'or

3. Of the following categories, what kinds of books have you borrowed?

_____ fiction (e.g. _____)
_____ non-fiction (e.g. _____)
_____ French classics (e.g. _____)
_____ Canadiana (e.g. _____)
_____ Grammar & Language Texts (_____)
_____ Other _____

4. Have you been satisfied with the French library materials and services available?

_____ Yes - Why? _____

_____

_____

_____ No - Why? _____

_____

_____

5. Are there materials you would like to have available in French?

____ books for adults ____ books for children _____ periodicals ____ records
____ films ____ videotapes ____ other: _____

6. What kinds of books would you like to be able to borrow in French?

_____ fiction (e.g. _____)
_____ non-fiction (e.g. _____)
_____ French classics (e.g. _____)
_____ Canadiana (e.g. _____)
_____ Grammar & Language Texts (_____)
_____ Other _____

7. Do you have other comments on the French services or resources available? _____

_____

_____

Finally, if I may ask, to what age group do you belong?

_____ Child 1-12; _____ Teenager _____ Adult _____ Senior Citizen

BESOIN DES FRANCOPHONES EN SERVICE DE BIBLIOTHEQUE
PREPOSES AU SONDAGE TELEPHONIQUE

Présentation de soi

Bonjour. C'est _____qui appelle. Je fais un sondage pour le compte du gouvernement de l'Alberta sur les besoins des francophones pour des services de bibliothèque dans cette région. Si vous avez quelques minutes, j'aimerais vous demander quelques questions au sujet de l'utilisation que vous faites du matériel français et des services offerts par la bibliothèque de votre localité.

Nom _____ Téléphone #_____

Place de résidence _____ Sex__M__F

I. D'abord j'aimerais vous poser quelques questions au sujet de vous-même et de vos origines.

1. Depuis combien longtemps vivez-vous en Alberta?
___0-5 ans; ___6-10 ans; ___10-20 ans; ___toute ma vie

2. Où êtes-vous demeuré avant de venir en Alberta?_____

3. Où êtes-vous né? _____

4. Quelle est votre "langue maternelle" (la langue que parlait votre famille lors de votre enfance)?_____

5. Quelle langue est la plus souvent parlée dans votre foyer actuellement? _____

II. Deuxièmement, j'aimerais savoir s'il vous est arrivé d'emprunter du matériel français de la bibliothèque, et si oui, le dégré de satisfaction vis-à-vis de ce service.

1. Avez-vous emprunté du matériel français de la bibliothèque?
____Oui ____Non

SI NON, demander: Pourquoi? _____
_____

Ensuite sauter â la question #5.

SI OUI

2. Quelle sorte de matériel avez-vous emprunter?

___livres pour adultes ___livres pour enfants ___périodiques ___disques
___films ___video-cassettes ___autres:_____

POOR

QUALITY

ORIGINAL